Note Book

Suggesting that women in campus leadership positions have slept their way to the top (A) hits the nail on the head? (B) Will protect women from making themselves the object of rumor? or (C) Discourages women from pursuing leadership roles?

If you answer C to this and the other 14 questions on the questionnaire, then "you're well on your way to becoming a 'Man of the 80's,' " according to a new quiz for male students published by the Project on the Status and Education of Women. But if you missed three or more questions, "the 20th century is passing you by."

The quiz is meant to make men more aware of the subtle forms of sexism that exist on campus, according to Julie K. Ehrhart, a staff associate who helped in writing it.

"You're Playing the Game . . . But Do You Know the Score?" is available in bulk orders or for $1 a copy by writing the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009.

•

Students who are in a hurry to get from class to class on Cornell University's extensive campus are getting some help.

The Big Red Bikes project has provided about 15 bicycles—all painted bright red—which are placed in central locations throughout the campus, says David Drinkwater, dean of students. Anyone affiliated with the university may use a bike and then leave it for others to use.

A group of students collected the bikes from donors and Cornell's lost-and-found service, and repaired and distributed them.

"The big difficulty is that Cornell is not flat," says Mr. Drinkwater. "A few of the bikes have migrated 500 or 600 feet down to the bottom of Ithaca. But those are the sort of things people will be educated about over time."

•

In the mood for a murder? You just may be in luck. A Berkeley graduate and a Stanford graduate have established a company called University Games, based in Menlo Park, Cal., and are selling their "Murder Mystery Party" at book and department stores around the country at the rate of 3,000 a week.

The games contain a set of name tags and clues leading to the solution of who committed a particular murder and why. Once participants are assigned an identity and given individual background clues, they uncover the murderer by asking questions of each other, uncovering each person's information. Only the "murderer" can lie.

Cris Lehman, Berkeley co-founder and chief financial officer, says, "It's a great thing for colleges because it promotes a participatory type of party and is another way of meeting people." For more information, call University Games at (415) 322-3953.

Students

Guidebooks Play Increasingly Important Role in High-School Students' Selection of Colleges

Admissions officers disparage some of the books—but they don't want to be left out

By THOMAS J. MEYER

R. Fred Zuker sees them all the time. Not a week goes by when one doesn't cross his desk, says the dean of admissions at Pomona College.

Robert L. Fraley, dean of admissions at Pepperdine University, deals with them, too. "It seems I spend half my time working on those things," he says.

"At times, they're the bane of our existence," says James R. Buch, director of admissions and records at the University of Oregon.

"Factual" guides face competition from more "selective" books.

They are the double-edged sword of the college admissions game: questionnaires from the authors of college guidebooks. More and more of the catalogues appear each year—thick, thin; selective guides, regional guides; general guides; books for women; books for bargain hunters, for the trendiest, for the brightest, and for those just looking for the only college that will admit them.

In the battle for applicants from a shrinking pool of students, a college left out of the most popular guidebooks is like a garden-club president dropped from the social register. Losing a star here or a "selectivity rating" there may not be fatal, but some officials say it can hurt.

Yet admissions officers disparage the books, assailing their sometimes-random ratings and often-subjective assertions. Administrators complain of factual errors, facts, biased descriptions, and out-of-date statistics that could scare away potential applicants.

The result is a paradox: Every college appearing in a guidebook faces the risk of being mentioned unfavorably. But college officials say there is a worse fate: not being mentioned at all.

"The bottom line," says Mr. Fraley, of Pepperdine, "is that I have a desire to be in these books. It's better to be in them than not to be in them."

The concern administrators have for completing each questionnaire that comes in is evidence of the fact that guidebooks are playing an increasingly important role for students trying to select a college.

Everything in One Place

High-school students—especially the top ones—looking at colleges suffer no dearth of information. Their mailboxes overflow with glossy brochures and catalogues from anxious recruiters.

What the guidebooks offer them is accessible, condensed information about many institutions. What the books leave out is the bias of the colleges themselves.

"In recent years, public institutions have almost all started to charge money for their college catalogues," says David S. Webster, an assistant professor of higher education at the University of Pennsylvania who has studied college guidebooks. "It becomes expensive for a kid to collect all the catalogues from all the institutions. For the same price, they can have all the information in one place."

Administrators say students today have a greater choice among colleges than ever before—another fact that Mr. Webster and others say explains the proliferation of the guidebooks.

"It's so much easier to get into college than it was 15 or 20 years ago," he says. "Even a kid with mediocre grades and scores has a big choice."

To help such students make their decisions—and to capitalize on the students' predicament—publishers have produced a number of volumes. Several of what admissions officials call "factual" guides—such as *Peterson's Guide to the Four-Year Colleges* and *Barron's Profiles of American Colleges*—have been published for a number of years.

More recently a number of "selective" books evaluating institutions have entered the market. They include Edward B. Fiske's *Selective Guide to Colleges*, first published in 1982, and *The Insider's Guide to the Colleges*, which is compiled by a group of Yale University students and whose first edition appeared in 1971.

Last year, the author of the best-selling *Official Preppy Handbook* entered the market with *Lisa Birnbach's College Book*, labeled as the "the first and only college guide to tell it like it is."

Some officials question the validity of such books, and many say such guides

Continued on Following Page

Scores Continued to Rise Last Year on SAT, ACT Test

By LAWRENCE BIEMILLER

NEW YORK

Scores on both of the major standardized college-admissions tests continued to rise last year, and the College Board's president gave credit to "a more positive attitude toward academic pursuits" among high-school students and to education-reform efforts "at the state, local, and national levels over the past decade."

On the College Board's two-part Scholastic Aptitude Test, the nationwide results for which were announced at a press conference here last week, average verbal scores rose by five points, to 431, and mathematics scores by four points, to 475. The S.A.T. is graded on a scale that runs from 200 to 800.

The combined increase of nine points was the largest since 1963, the year before S.A.T. scores began a 17-year decline that saw verbal scores drop 54 points, from 478 to 424, while mathematics scores fell 36 points, from 502 to 466. The scores reached their nadirs in 1980 and 1981.

Board officials characterized as "disturbing," however, their discovery that the number of black students taking the S.A.T. had fallen by about 2,000, although the total number of minority-group students in the examination program increased.

Role of Coaching Is Discounted

The American College Testing Program, which also released 1984 results for its four-subject A.C.T. Assessment last week, said the nationwide composite score on its test had risen one-tenth of a point, to 18.6. The A.C.T. Assessment is graded on a 1-to-36 scale.

A.C.T. officials, however, said that scores on their examination offered less evidence of an educational resurgence because they have remained "essentially stable" during the past five years, fluctuating between 18.3 and 18.6. This year's score is 1.3 points lower than that of 1969-70, when the score was 19.9.

Patricia A. Farrant, A.C.T.'s assistant vice-president for public affairs, said in an interview that "no one can speak with authority" about how the standardized-test-score decline began or why it ended. "Every reason that's been advanced," she said, "has been purely speculation."

George Hanford, the College Board president, discounted suggestions that the recent score improvements might have been caused by an increase in "coaching" classes conducted by private tutoring companies. The number of students who enroll in such programs, he said, is too small to have much effect on the nationwide S.A.T. average, which is computed from the test results of about one million high-school seniors, out of a total of about three million.

The board has no evidence, he added,

Continued on Page 37, Column 1

Scores Continued to Rise on Major Tests Last Year

Continued from Page 33

that either the number of coached students or the quality of the coaching programs increased dramatically enough in the past year to account for the S.A.T.'s nine-point rise.

"We know," Mr. Hanford said, "that among the seniors whose scores are being reported today are some of the same students whose scores on other tests in earlier grades were showing improvement in the 1970's.

"Teachers and counselors have indicated to us as well that, in the past few years, more students have become more serious and concerned about their grades."

He said also that the score improvements "were consistent across all major groups and throughout all phases" of the board's Admissions Testing Program. Average scores rose four-tenths of a point, to 43.2, on the S.A.T.'s reading subtest, and six-tenths of a point, also to 43.2, on the vocabulary subtests. Both are graded on a 20-to-80 scale.

On the Test of Standard Written English, which is graded similarly, results improved by one-tenth of a point, to 42.7. Average scores on the board's various hour-long achievement tests increased by three points, to 540.

Puerto Ricans Gain

Among minority-group students, Puerto Ricans posted gains of 10 points on the S.A.T.'s verbal sections and four points on the mathematics sections, reaching levels of 368 and 409, respectively. Mexican-Americans improved their scores by six points on each section of the test, achieving a verbal average of 382 and a mathematics average of 426.

Black students, who made up 7.5 per cent of the total number of students taking the test, increased their scores by four points on the verbal section, to 346, and by three points on the mathematics section, to 376. The second largest group of minority students, Asian-Americans, who made up 5.1 per cent of the total, gained six points on the S.A.T.'s verbal sections but lost one point on the mathematics sections, for scores of 404 and 518, respectively.

By comparison, white students' scores rose four points on the verbal section, to 449, and four points in mathematics, to 491.

Male-Female Differences

Female students trimmed by one point the male students' record 1984 lead in verbal scores, with this year's results being 425 for women and 437 for men. But the difference between females' and males' mathematics scores grew by one point, to 47, even though both women and men improved their scores. Female students raised their mathematics scores three points, to 452, while males raised theirs four points, to 499.

The board reported that students had continued to take more courses during their four years of high school, with the average number now 16.55, up from 15.83 in 1977. It said also that students' grade-point averages had continued to decline, dropping from 3.04 on a four-point scale in 1984 to 3.03 this year.

"This could mean that grading standards have become more rigorous," Mr. Hanford said, or it "might reflect the fact that students are taking more academic courses than their predecessors did."

Mr. Hanford said also that the S.A.T. score improvements "happened despite an increase in the number of students taking the test." He pointed out that "greater numbers of test-takers usually mean lower average scores."

"I don't think we'll necessarily ever get back" to the score levels of 1963, he continued, explaining that far more students take the test now than was the case 25 years ago.

The board's report, "National College-Bound Seniors, 1985" also said that more of the students who took the S.A.T. this year planned to seek graduate degrees.

Scholastic Aptitude Test: Scores by Sex and Ethnic Group

	Verbal		Mathematics	
	1984	1985	1984	1985
Men	433	437	495	499
Women	420	425	449	452
American Indian	390	392	427	428
Asian-American	398	404	519	518
Black	342	346	373	376
Mexican-American	376	382	420	426
Puerto Rican	358	368	405	409
White	445	449	487	491
Other	388	391	450	448
All	426	431	471	475

SOURCE: COLLEGE BOARD

Five per cent of those taking the test said they planned to complete a two-year college program, while 32 per cent said they would seek bachelor's degrees. Twenty-seven per cent, or one per cent more than in 1984, said they planned to complete a master's program; 19 per cent, also one per cent more than in 1984, said they were aiming at doctoral degrees. Seventeen per cent were undecided.

Bennett Welcomes News

Renewing the debate over whether Reagan Administration initiatives are responsible in part for the score increases, U.S. Secretary of Education William J. Bennett issued a statement in Washington to welcome news of the rise as "evidence that American secondary education is on the mend."

"We are beginning to see the impact of the education-reform movement of the past several years," he continued.

The College Board's position, however, is that the reforms sparked by the release in 1983 of "A Nation at Risk," the report of a commission appointed by former Secretary of Education Terrel H. Bell, have not been in place long enough to have affected results on the S.A.T., which the board says measures abilities developed throughout a student's education.

Mr. Hanford also suggested that the reforms to which Mr. Bennett and others credit the score increase had been set in motion not by "A Nation at Risk" but by the release in 1975 of a College Board report on the S.A.T. score decline, then already 12 years old. The committee that wrote the board's report was led by former U.S. Secretary of Labor Willard Wirtz.

The board also released a list of individual states' average S.A.T. scores, but it warned against state-by-state comparisons because of sharp differences in the percentage of high-school students taking the test in each state.

Scholastic Aptitude Test: State-by-State Scores

	Per cent taking SAT	Verbal		Mathematics	
		1984	1985	1984	1985
Alabama	6%	467	481	503	513
Alaska	30%	443	446	471	477
Arizona	11%	469	473	509	512
Arkansas	4%	482	481	521	517
California	38%	421	424	476	480
Colorado	17%	468	473	514	521
Connecticut	69%	436	440	468	475
Delaware	50%	433	444	469	474
Florida	38%	423	421	467	463
Georgia	49%	392	399	430	438
Hawaii	47%	395	401	474	476
Idaho	7%	480	472	512	510
Illinois	14%	463	468	518	522
Indiana	47%	410	415	454	460
Iowa	3%	519	521	570	576
Kansas	5%	502	504	549	550
Kentucky	6%	479	491	518	529
Louisiana	5%	472	473	508	503
Maine	46%	429	432	463	466
Maryland	50%	429	435	468	475
Massachusetts	66%	429	434	467	472
Michigan	11%	461	467	515	517
Minnesota	7%	481	481	539	537
Mississippi	3%	480	489	512	526
Missouri	11%	469	475	512	518
Montana	9%	490	492	544	547
Nebraska	6%	493	497	548	549
Nevada	17%	442	441	489	480
New Hampshire	57%	448	450	483	489
New Jersey	65%	418	425	458	464
New Mexico	8%	487	484	527	521
New York	62%	424	427	470	473
North Carolina	47%	395	398	432	435
North Dakota	3%	500	513	554	568
Ohio	16%	460	460	508	504
Oklahoma	5%	484	497	525	531
Oregon	42%	435	444	472	484
Pennsylvania	52%	425	428	462	465
Rhode Island	61%	424	429	461	466
South Carolina	49%	384	391	419	424
South Dakota	3%	520	534	586	575
Tennessee	8%	486	489	523	521
Texas	32%	413	419	453	459
Utah	4%	503	511	542	543
Vermont	54%	437	441	470	478
Virginia	51%	428	435	466	473
Washington	19%	463	465	505	508
West Virginia	7%	466	468	510	507
Wisconsin	10%	475	477	532	534
Wyoming	5%	489	495	545	539

SOURCE: COLLEGE BOARD

Minority Students in College Studies Found on the Rise

By GAYNELLE EVANS

CHICAGO

A larger proportion of the minority students who took the American College Test in the last decade reported they had enrolled in college-preparatory programs than did those in the decade before, a spokesman for the testing organization said last week.

"There is a correlation" between increased enrollment in college-preparatory courses and "the increased educational standards" that were required by many institutions beginning in the mid-1970s, said Samuel D. Cargile, the A.C.T.'s director of services for the educationally disadvantaged.

Credit for the increase also belongs to such programs as Upward Bound and Talent Search, both part of a family of five federal programs for disadvantaged students known as "Trio," Mr. Cargile told participants in a workshop at the National Council of Educational Opportunity Associations' annual conference, which was held here last week. The association acts as a lobby for the federally financed programs.

40 Pct. Are Black

More than 40 per cent of the approximately 470,000 students in the programs are black, 17 per cent are Hispanic, 35 per cent are white, 4 per cent are American Indian, and 3 per cent are Asian-American. Mr. Cargile estimated that a "substantial" number of Trio students had participated in the A.C.T. survey.

Between 1973-74 and 1983-84, the number of A.C.T.-tested black students participating in college-preparatory programs rose 6 per cent; Mexican-American and Chicano students, 9 per cent; Cuban-American students, 13 per cent; and Asian-Americans, 19 per cent, Mr. Cargile said.

The number of years of English, mathematics, and natural-science courses taken by the minority students in the A.C.T. survey also increased, although at various levels. Most of the students who enrolled in the college-preparatory programs had previously been enrolled in general-education curricula, Mr. Cargile said.

Mathematics Scores Fell

While many of the trends noted by Mr. Cargile were similar for all of the minority groups surveyed, several major differences among the groups' A.C.T. scores came to light in the survey. For example, despite the increase in the number of years of mathematics taken by black students, their average A.C.T. scores on the mathematics section of the test fell by 1.10 points in the past decade.

At the same time, mathematics scores increased by 2.14 points for Asian-American and Pacific Islands students, whose participation rates in mathematics courses also increased.

Given the number of students surveyed, Mr. Cargile described as "significant" any change of .20 point or more on the A.C.T., which is graded on a scale that runs from 1 to 36.

The data were based on a 10-percent random sample of students who took the standardized test. Minority students from the Midwestern, Plains, Rocky Mountain, and Southern states were likely to be over-represented in the survey, he said.

to Their Students at Low Cost

the long-distance service over WATS lines, says Jeffrey C. Kuhns, director of voice services at Penn State.

Students pay for more than just the cost of their phone calls, however. Handling billing and collections "requires a major administrative setup that did not previously exist," and students must pay their share of that, Mr. Kuhns says.

Collecting Fees

Texas A&I University is another institution that is concerned about billing and collections in offering a phone service for students. "Our intention is to offer the service at some point in the future—assuming A.T.&T. can model us a system we can make money off of," says Lawrence F. Borchelt, director of computing and information services. "Our problem is not the capacity of the system, but the administrative problem of collecting fees."

The university would need $30,000 a year in addition to actual telephone costs to cover the administrative expenses, he says.

Some state public-utility commissions are considering requiring universities to register as long-distance providers and to file their tariff schedules, notes Susan F. Frackin, director of special programs at the National Association of State Universities and Land-Grant Colleges. The threat of such actions may be keeping some institutions from considering the service, she says.

Students are often motivated to use a university's service by the ease of phoning on a WATS system, according to Mr. Borchelt. At Texas A&I, students now must pay a $100 deposit merely to get an account with the local long-distance calling service. To make calls on it, they must dial a local number, an identification code, and then the number they are calling. If Texas A&I had a campus system, students would not have to pay a deposit and could make long-distance calls by dialing just the area code and number, Mr. Borchelt says.

Penn State's Mr. Kuhns looked into alternatives to the service offered by A.T.&T. Communications, but he found that with other companies "there are sometimes different rates on the lines they own and the lines they lease from A.T.&T., and it may not be cheaper than using A.T.&T. directly."

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News Summary

Articles on inside pages

Attempts to reform undergraduate education could be impeded by several obstacles, a conference indicates. Story on Page 24.

A gift of $40-million to the University of Illinois at Urbana-Champaign is one of the largest made by an individual to a public university. Story on Page 29.

The nomination of Edward A. Curran to head the National Endowment for the Humanities may be in jeopardy. Story on Page 15.

Proposals for extending federal student-aid programs call for an increase in the amounts students could borrow. Story on Page 16.

A tax plan drafted by Congressional staff members contains provisions that could cause problems for colleges. Story on Page 19.

Slavery in the border states was far different from that on the plantations of the Deep South, a historian has found. Story on Page 7.

Georgia Southwestern College will give back pay to six present and former female faculty members. Story on Page 25.

South African students attending college in the United States are taking part in anti-apartheid demonstrations here, in spite of the risks. Story on Page 31.

The presidents' commission of the N.C.A.A. has proposed a modification of new academic standards for freshman athletes. Story on Page 35.

British universities need to persuade voters of their worth, the institutions' vice-chancellors have been advised. Story on Page 37.

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U.S. May Use Visas to Limit Access to Supercomputers; Reagan Bars Undue Restrictions on Research Results

Supercomputers

By JUDITH AXLER TURNER

WASHINGTON

The government is considering a policy that would bar visiting Soviet-bloc researchers from using supercomputers at universities in this country by placing restrictions on their visas.

The policy, which some American scholars fear could infringe on academic freedom, is awaiting approval by the State Department. In its final form, it is expected either to bar scientists and students from the Soviet Union and its allies from visiting or attending universities that have supercomputers, or, if they are allowed on the institutions' campuses, to prohibit them from using the machines.

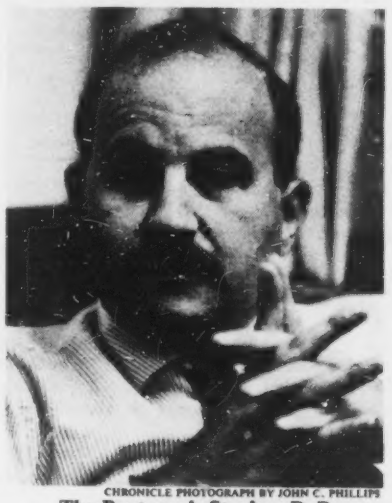
Security of Codes Is a Concern

Government officials are worried that scientists from the Soviet Union or its allies might use the machines' computational power to break codes or work on defense-related research.

At the very least, they say, the Soviets would learn what works and what does not work on a supercomputer, giving them an advantage when they finally develop their own machines.

The move to restrict scientists and students is based on the belief that many of

Continued on Page 14, Column 1



CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

The Pentagon's Stephen D. Bryen: "The universities are impressive targets for our adversaries."

Research Results

By ELLEN K. COUGHLIN

WASHINGTON

The government will not restrain the publication of the results of federally financed, unclassified "fundamental research" performed at colleges, universities, and laboratories, President Reagan has told his Cabinet secretaries and heads of federal agencies.

"It is the policy of this Administration that, to the maximum extent possible, the products of fundamental research remain unrestricted," the President said in his directive.

When a federal agency deems that certain research should be protected for reasons of national security, the directive said, the agency should take steps to classify the work before the research grant or contract is awarded.

"No restrictions may be placed upon the conduct or reporting of federally funded fundamental research that has not received national security classification, except as provided in applicable U.S. statutes," the directive said.

Cautious About Its Impact

In recent months, scientists had become increasingly concerned that the government's efforts to keep sensitive technological information out of Soviet hands—including attempts to restrict access to certain technical sessions at scientific conferences—were leading to undue restrictions on unclassified basic research.

University and association officials had been aware for some time that a government policy on unclassified research was in the works, and they expressed relief that the Administration had finally spelled out its position on the matter. They were cautious, however, about the policy's possible impact.

"The new policy," said Robert M. Ro-

Continued on Page 13, Column 1

Proposals by Vatican Seen as a Threat to Status of Catholic Colleges in U.S.

By ZOË INGALLS

The Vatican has issued a draft of a set of proposed rules that, if adopted, would give church officials control over the world's Roman Catholic colleges and universities. The rules include a requirement that church authorities approve anyone who teaches theology in those institutions.

College officials told *The Chronicle* that many of the proposed rules were ill-suited to the independent status of Roman Catholic institutions in the United States, which constitute about 40 per cent of the total number of Catholic colleges and universities in the world.

The rules, or "norms," were proposed in a 28-page document issued by the Vatican's Congregation for Catholic Education. The document is entitled "Proposed Schema for a Pontifical Document on Catholic Universities."

The norms state that a Catholic university "touches the Church herself and hence

Continued on Page 23, Column 1

The Alcoholic Professor: Campus Is Ideal Environment for a Hidden Problem

PHOTOGRAPH FOR THE CHRONICLE BY STEVE HAIMES

Walter Davis: "I compartmentalized my drinking. I was teaching classes during the day; at night, I was down in the weird section of town getting beat up in bars."

By LIZ McMILLEN

Bruce E. Donovan began his academic career—and his drinking—in 1955 as a student at Brown University.

His first drink came in a dormitory, where he downed a half-pint of vodka with his roommates to celebrate finishing a term paper. "It gave me an enormous release and a license to do all the things I wanted to do," he recalls.

As a graduate student studying classics, he didn't have much money. But there was always enough for "an adequate bottle of red wine. I went to football games, homecoming, all those festive events that were festive because I was drinking."

Appointed an assistant professor at Brown in 1965, Mr. Donovan settled into "the polite gentility of academic life"—sherry hours with faculty colleagues, wine and cheese receptions with graduate students, evenings at pubs with his students, parties at his and colleagues' houses.

Over the next few years, he always did his work.

"I was well received by my colleagues and students," he says, "my classes never suffered in enrollments, and I was promoted and given tenure.

"I learned how to accommodate my drinking to an academic schedule, no matter which side of the desk I sat on. I don't believe I was regarded as a spectacular

Continued on Page 26, Column 1

FACT-FILE

Degrees Conferred by U.S. Colleges and Universities, 1982-83

Public institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	13,596	6,472	20,068	2,971	1,048	4,019	991	145	1,136
Architecture, environmental design	4,839	2,528	7,367	1,564	730	2,294	40	10	50
Area, ethnic studies	541	841	1,382	238	225	463	41	27	68
Business, management	84,536	61,795	146,331	19,133	8,189	27,322	488	98	586
Communications	11,198	15,737	26,935	942	1,183	2,125	92	58	150
Communications technologies	460	423	883	9	13	22	2	3	5
Computer, information sciences	11,228	6,396	17,624	1,925	794	2,719	166	27	193
Education	18,837	56,643	75,480	17,774	45,723	63,497	2,793	2,707	5,500
Engineering	46,762	6,833	53,595	10,612	1,024	11,636	1,781	71	1,852
Engineering technologies	11,904	1,116	13,020	437	47	484	9	0	9
Foreign languages	1,425	4,141	5,566	377	795	1,172	122	166	288
Health sciences	6,604	34,184	40,788	2,459	8,312	10,771	510	349	859
Home economics	735	13,645	14,380	168	1,829	1,997	77	159	236
Law	323	365	688	254	76	330	5	0	5
Letters	6,687	12,849	19,536	1,539	2,864	4,403	385	413	798
Liberal/general studies	6,378	6,798	13,176	137	232	369	6	5	11
Library, archival sciences	22	197	219	489	2,425	2,914	14	21	35
Life sciences	13,051	11,036	24,087	2,537	1,855	4,392	1,708	744	2,452
Mathematics	4,261	3,256	7,517	1,377	777	2,154	366	73	439
Military sciences	145	15	160	109	1	110	0	0	0
Multi/interdisciplinary studies	6,272	5,582	11,854	720	797	1,517	128	74	202
Parks, recreation	1,657	2,907	4,564	219	267	486	22	10	32
Philosophy, religion	1,155	617	1,772	261	79	340	99	30	129
Physical sciences	11,211	3,775	14,986	3,083	828	3,911	1,913	288	2,201
Protective services	5,715	3,998	9,713	454	216	670	22	8	30
Psychology	8,254	16,879	25,133	1,715	2,425	4,140	892	704	1,596
Public affairs	2,594	7,591	10,185	3,532	6,109	9,641	62	87	149
Social sciences	31,304	24,615	55,919	4,354	2,652	7,006	1,222	530	1,752
Theology	45	7	52	0	0	0	0	0	0
Visual, performing arts	8,650	14,687	23,337	2,431	2,911	5,342	249	174	423
All fields	320,389	325,928	646,317	81,820	94,426	176,246	14,205	6,981	21,186

Private institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	489	352	841	158	77	235	13	0	13
Architecture, environmental design	1,564	892	2,456	560	403	1,063	34	13	47
Area, ethnic studies	559	1,030	1,589	173	190	363	49	36	85
Business, management	47,181	33,380	80,561	27,324	10,673	37,997	185	38	223
Communications	4,120	5,899	10,019	669	708	1,377	28	27	55
Communications technologies	407	358	765	41	39	80	4	0	4
Computer, information sciences	4,375	2,507	6,882	1,888	714	2,602	62	7	69
Education	4,833	17,678	22,511	5,458	15,898	21,356	971	1,080	2,051
Engineering	15,885	2,768	18,653	6,472	722	7,194	916	54	970
Engineering technologies	3,765	237	4,002	32	4	36	0	0	0
Foreign languages	1,060	3,059	4,119	227	360	587	88	112	200
Health sciences	3,600	20,226	23,826	1,773	4,524	6,297	139	157	296
Home economics	219	2,106	2,325	54	355	409	7	12	19
Law	134	277	411	1,349	412	1,761	50	17	67
Letters	4,509	8,698	13,207	475	889	1,364	184	194	378
Liberal/general studies	2,127	3,221	5,348	209	311	520	23	21	44
Library, archival sciences	6	33	39	246	819	1,065	7	10	17
Life sciences	8,513	7,382	15,895	677	627	1,304	558	331	889
Mathematics	2,734	2,202	4,936	481	202	683	216	43	259
Military sciences	93	14	107	0	0	0	0	0	0
Multi/interdisciplinary studies	2,433	2,995	5,428	956	457	1,413	104	81	185
Parks, recreation	269	365	634	45	34	79	1	0	1
Philosophy, religion	3,186	1,525	4,711	406	345	751	207	68	275
Physical sciences	5,805	2,614	8,419	1,074	305	1,379	898	170	1,068
Protective services	1,895	971	2,866	497	133	630	8	0	8
Psychology	4,851	10,380	15,231	1,523	2,715	4,238	729	783	1,512
Public affairs	2,316	3,788	6,104	2,580	4,024	6,604	122	76	198
Social sciences	21,404	17,765	39,169	2,562	1,544	4,106	820	359	1,179
Theology	4,366	1,635	6,001	3,288	1,494	4,782	1,119	89	1,208
Visual, performing arts	6,049	10,083	16,132	1,580	1,820	3,400	155	114	269
All fields	158,747	164,440	323,187	62,877	50,798	113,675	7,697	3,892	11,589

All institutions

	Bachelor's degrees					Master's degrees					Doctor's degrees				
	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change
Agriculture, natural resources	14,085	6,824	20,909	− 8%	+42%	3,129	1,125	4,254	+ 6%	+52%	1,004	145	1,149	+18%	+ 9%
Architecture, environmental design	6,403	3,420	9,823	+ 6%	+41%	2,224	1,133	3,357	+ 8%	+46%	74	23	97	+33%	+67%
Area, ethnic studies	1,100	1,871	2,971	− 9%	−15%	411	415	826	−16%	−22%	90	63	153	+ 6%	− 6%
Business, management	131,717	95,175	226,892	+42%	+80%	46,457	18,862	65,319	+35%	+111%	673	136	809	− 7%	−12%
Communications	15,318	21,636	36,954	+55%	+165%	1,611	1,891	3,502	+14%	+52%	120	85	205	+15%	+48%
Communications technologies	867	781	1,648	+ 8%	+360%	50	52	102	−53%	+ 4%	6	3	9	−25%	n/a
Computer, information sciences	15,603	8,903	24,506	+240%	+469%	3,813	1,508	5,321	+75%	+152%	228	34	262	+34%	+34%
Education	23,670	74,321	97,991	−28%	−50%	23,232	61,621	84,853	−29%	−20%	3,764	3,787	7,551	− 1%	+ 3%
Engineering	62,647	9,601	72,248	+54%	+56%	17,084	1,746	18,830	+17%	+14%	2,697	125	2,822	+16%	−17%
Engineering technologies	15,669	1,353	17,022	+94%	+251%	469	51	520	+44%	+326%	9	0	9	+200%	−53%
Foreign languages	2,485	7,200	9,685	−24%	−49%	604	1,155	1,759	−35%	−59%	210	278	488	−25%	−51%
Health sciences	10,204	54,410	64,614	+ 9%	+93%	4,232	12,836	17,068	+25%	+117%	649	506	1,155	+81%	+80%
Home economics	954	15,751	16,705	− 5%	+23%	222	2,184	2,406	− 8%	+43%	84	171	255	+26%	+55%
Law	457	642	1,099	+68%	+132%	1,603	488	2,091	+17%	+100%	55	17	72	+85%	+95%
Letters	11,196	21,547	32,743	−10%	−47%	2,014	3,753	5,767	−31%	−47%	569	607	1,176	−27%	−46%
Liberal/general studies	8,505	10,019	18,524	− 6%	+126%	346	543	889	−36%	−27%	29	26	55	0%	+588%
Library, archival sciences	28	230	258	−63%	−78%	735	3,244	3,979	−42%	−48%	21	31	52	−22%	−49%
Life sciences	21,564	18,418	39,982	−22%	− 5%	3,214	2,482	5,696	−16%	− 9%	2,266	1,075	3,341	− 1%	− 8%
Mathematics	6,995	5,458	12,453	− 1%	−46%	1,858	979	2,837	−16%	−44%	582	116	698	−13%	−35%
Military sciences	238	29	267	−31%	+ 6%	109	1	110	+144%	n/a	0	0	0	n/a	n/a
Multi/interdisciplinary studies	8,705	8,577	17,282	+ 8%	+43%	1,676	1,254	2,930	− 5%	+119%	232	155	387	+57%	+103%
Parks, recreation	1,926	3,272	5,198	− 8%	+91%	264	301	565	− 2%	+45%	23	10	33	+230%	+136%
Philosophy, religion	4,341	2,142	6,483	−18%	−29%	667	424	1,091	−13%	−10%	306	98	404	− 9%	−30%
Physical sciences	17,016	6,389	23,405	+ 2%	+13%	4,157	1,133	5,290	− 5%	−15%	2,811	458	3,269	+ 4%	−18%
Protective services	7,610	4,969	12,579	−16%	+187%	951	349	1,300	−32%	+280%	30	8	38	+124%	+1167%
Psychology	13,105	27,259	40,364	− 9%	−15%	3,238	5,140	8,378	+ 3%	+44%	1,621	1,487	3,108	+20%	+49%
Public affairs	4,910	11,379	16,289	−10%	+44%	6,112	10,133	16,245	−11%	+49%	184	163	347	−10%	+62%
Social sciences	52,708	42,380	95,088	−16%	−39%	6,916	4,196	11,112	−24%	−36%	2,042	889	2,931	−18%	−31%
Theology	4,411	1,642	6,053	− 4%	+71%	3,288	1,494	4,782	+44%	+72%	1,119	89	1,208	+ 4%	+81%
Visual, performing arts	14,699	24,770	39,469	− 4%	+10%	4,011	4,731	8,742	− 3%	+21%	404	288	692	− 2%	+12%
All fields	479,136	490,368	969,504	+ 5%	+ 5%	144,697	145,224	289,921	− 7%	+10%	21,902	10,873	32,775	+ 2%	− 6%

First-professional degrees

	Public institutions					Private institutions					All institutions				
	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change
Chiropractic	0	0	0	n/a	n/a	2,308	581	2,889	+74%	n/a	2,308	581	2,889	+74%	n/a
Dentistry	2,869	569	3,438	+12%	+49%	1,762	385	2,147	+ 1%	+20%	4,631	954	5,585	+ 8%	+37%
Law	8,849	4,894	13,743	+ 5%	+14%	14,701	8,409	23,110	+ 9%	+50%	23,550	13,303	36,853	+ 7%	+34%
Medicine	7,117	2,452	9,569	+11%	+54%	4,233	1,682	5,915	+ 4%	+41%	11,350	4,134	15,484	+ 8%	+50%
Optometry	314	113	427	+26%	+48%	555	134	689	+ 2%	+43%	869	247	1,116	+10%	+44%
Osteopathic medicine	292	94	386	+76%	+2044%	771	162	933	+29%	+85%	1,063	256	1,319	+40%	+152%
Pharmacy	192	174	366	+67%	n/a	184	155	339	+ 3%	n/a	376	329	705	+29%	n/a
Podiatry, podiatric medicine	0	0	0	n/a	n/a	552	79	631	+16%	+127%	552	79	631	+16%	+127%
Theological professions	0	0	0	n/a	n/a	5,395	1,099	6,494	+ 2%	+23%	5,395	1,099	6,494	+ 2%	+23%
Veterinary medicine	1,094	734	1,828	+22%	+60%	122	110	232	+68%	+52%	1,216	844	2,060	+26%	+59%
All fields*	20,727	9,030	29,757	+10%	+35%	30,583	12,796	43,379	+10%	+53%	51,310	21,826	73,136	+10%	+45%

Note: Beginning in 1982-83, the National Center for Education Statistics revised the discipline categories and reclassified the figures for earlier years to conform to the new taxonomy.

n/a not applicable

* The 10-year change is based on 1972-73 figures that include additional fields.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Note Book

After two years of college, women who were top high-school students have significantly lower self-images than do their male counterparts, according to a recent study.

In the study, conducted at the University of Illinois, 81 high-school valedictorians were asked how their intelligence compared to their peers'. While in high school, 23 per cent of the men and 21 per cent of the women said it was "far above average."

After two years of college, however, while 22 per cent of the men ranked themselves highly, only 4 per cent of the women rated their intelligence in the highest category.

The responses had no correlation to the students' actual academic performance, according to Karen Arnold, a graduate student who assisted in running the study, which was sponsored by the University of Illinois's Bureau of Educational Research. Terry Denny, professor emeritus of education, directed the study.

"People outside of education ask why this is happening," Ms. Arnold says. "Of course, there are thousands of reasons."

The study also revealed that by their sophomore year in college, women had lowered their career aspirations more than men had.

Female students were more concerned than men about making their careers fit around their family life, Ms. Arnold says. While all of the men planned to pursue careers, only 15 of the 45 women had such plans, she says.

"Women are trying to set their goals and make plans around unpredictable contingencies," such as marriage and having children, Ms. Arnold says. "Where in education they're getting help and support for that, I don't know."

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There are no questions about TV sitcoms, 60's rock bands, or Presidential elections, but a new trivia game may have a lot of high-school students staying up late at night, playing.

"College Pursuit," released last month by Simon and Schuster, is a board game designed to help high-school students have a little fun while they hone their test-taking skills. The game is meant to boost students' S.A.T. scores by drilling them on verbal and mathematical skills.

Modeled after the popular "Trivial Pursuit," the game includes 750 quiz cards, with questions testing English and math aptitudes. Designed by four New York high-school teachers and one retired teacher, the game may be played by one person or a group.

In addition, players may compare their game scores to the average S.A.T. scores at more than 200 colleges and universities.

"The game really helps to pinpoint players' weaknesses, so that they can work on those areas," says a spokesman for Simon and Schuster.

Students

5 South African Students on U.S. Campuses Faced Painful Decisions in Joining Protests

They say divestment, not 'constructive engagement,' essential for change in their country

By ELIZABETH GREENE

"I never got any grade higher than a D in South Africa. Here I get all A's. I ask myself, What is wrong with the system here? Is it easy? No. Here it's objective. At home the system is designed to keep you down," says Danisa Baloyi, a black graduate student from Soweto who is in the department of languages at Columbia University.

"I find apartheid to be a profound blow to my dignity. Whites tend to regard blacks as being a separate breed. They do not realize that they have emotions—that they fall in love like white people do," says Mark A. Vandeyar, a colored (mixed-race) graduate student from Johannesburg who is studying genetics at Cornell University.

"I was one of those white kids who grew up in a family that has three black servants. It's not difficult if you have half an eye to notice that you're surrounded by certain ugly hierarchies of power," says Jane Foress-Betty, a white South African graduate student who is studying linguistics at the University of California at Berkeley.

"Some of the American protesters are very genuine. Others are trying to feel out why they came to the protests. I understand why: The struggle is my life, and I need to protest in order to survive. I cannot leave the protest and visit my mother in Maine," says Zen Zile, a black student from Cape Town studying third-world literature at New College of California.

"I could only go back if South Africa is free. I would only go back now if the African National Congress needed people to fight as soldiers trying to overthrow the Botha government," says José Ribeiro De-Souza, a black junior from Pretoria who is studying biochemistry in Columbia University's School of General Studies.

Working Against Apartheid

Those five students say they feel bound by their South African heritage and by their decisions—in some cases the result of much painful debate—to work against that heritage in the channels available to them as foreign students in the United States.

They are involved in the movement, which spread nationwide last spring, to get American colleges to shed their holdings in companies that do business in South Africa. Divestment, rather than "constructive engagement," they say, is essential for change in South Africa.

PHOTOGRAPH FOR THE CHRONICLE BY SAXON DONNELLY

Jane Foress-Betty: "It's not difficult if you have half an eye to notice that you're surrounded by certain ugly hierarchies of power."

CHRONICLE PHOTOGRAPH BY ANGUS PAUL

Mark A. Vandeyar: "There was no point in sticking around South Africa and going to medical school if I would always remain a third-rate citizen."

The five agree that as educated South Africans they must be involved in the protests here, in spite of legal risks and the threat that their activity poses to their families and their own futures at home.

They also say they have found racism in America, too—even within the anti-apartheid movement itself.

About 1,600 South Africans are enrolled in U.S. colleges and universities, according to David Smock, vice-president of the Institute of International Education. Foreign-student advisers say the majority are graduate students who have left their country to get a better education than is available in South Africa, with the hope of someday returning to help contribute to their country's development.

Reasons Differ for Blacks, Whites

For white South Africans, the decision to study in the United States is generally based on a comparison of the academic quality of the programs available to them, while for blacks there is often no other choice for study, says Michael F. Dean, chairman of the committee on students from sub-Saharan Africa of the National Association for Foreign Student Affairs and director of the Office for Foreign Students and Faculty at the University of Wisconsin at Madison.

Mr. Vandeyar, who is a colored (mixed-race) student under the South African classification system and thereby considered to be slightly "above" blacks, graduated

Continued on Following Page

Number of Foreign Students in U.S. Rises Less than 1 Pct.

By JEAN EVANGELAUF

The number of foreign students attending U.S. colleges and universities has remained relatively steady for the second year in a row, the Institute of International Education is reporting this week.

In 1984-85 the foreign-student population was 342,113—up 0.9 per cent over the previous year.

In 1983-84 enrollments rose only 0.6 per cent, following a decade of gains of 10 per cent or more.

The typical foreign student last year was male, attended a public four-year institution, studied business or a scientific or technical subject, and paid his bills with personal or family resources, according to the results of the institute's annual International Student Census.

Over all, 64 countries had more than 1,000 citizens studying in the U.S. in 1984-85, and 76 colleges and universities enrolled over 1,000 foreign students each, a summary of the survey report indicated.

Of those 76 institutions, Texas Southern University had the highest proportion of foreign students, accounting for one quarter of its total enrollment.

Texas Southern, a predominantly black

Continued on Page 34, Column 1